

V. 12 #3  
THE DELTA KAPPA GAMMA



# Bulletin

AROUND THE WORLD ON A DC-4 PLANE

THESE THINGS WE NEED TO KNOW

RENDER TO THE GREEKS A TWENTIETH-CENTURY TRIBUTE

THE WOMEN OF MEXICO FIND THEIR PLACE IN THE SUN

RETIRED—SO WHAT?

WHOM WILL YE SERVE?

OUR NATIONAL SCHOLARSHIPS

Spring 1950

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THE  
DELTA KAPPA GAMMA  
*Bulletin*

SPRING • 1950



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# The Delta Kappa Gamma Bulletin

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We are especially glad to present the colorful recital of the experiences of Mrs. Mollie B. Nieland, who, as the title of her article suggests, went around the world on a DC-4 plane last summer. Mrs. Nieland is a life member of the Kappa Chapter in Chicago, Illinois. The stirring story of "Youth Argosy" has interested many people in the last few months since it was brought to public attention. We are glad to present this first-hand experience with the way in which it operates.

Miss Hyo Suk Song is from Korea and was brought here by the Florida state organization which is sponsoring her student residence at the University of Florida in Gainesville. Miss Song is a graduate of Kyung Gi Middle School in Seoul and she has had two years at the National University there. She was the only woman interpreter for the Teacher Training Center which was established by the United States in Korea for several months. Miss Song was very able and won the respect of all the men interpreters. She has a keen mind, a delightful sense of humor, and an eager desire for new experiences. We have tried to keep her article as nearly as possible like the original so that you may have something of the real flavor of her thinking.

Dr. Amanda Zabel of the Zeta Chapter of La Grande, Oregon, is responsible for the interesting article on "Render to the Greeks Our Twentieth Century Tribute." Our debt to Greek literature and the thousands of ways in which its influence makes its impact upon current living have furnished Dr. Zabel with material

for a hobby for a long time. We commend this article to you as a splendid bird's-eye view of our debt to the Greeks.

Mexico is represented in this issue by Mrs. Dolores T. de Llano. She is a teacher of English in the secondary schools in Mexico City. She is chairman of the NEA travel committee there and a member of the North American-Mexican Institute of Cultural Relations. She has given much time and long service in the promotion of better understanding between Mexican and American teachers. She was brought up in Texas, went to an American university, and married a prominent newspaper man. After his death she joined the teaching profession. She was in the United States last year, made a host of friends, and attended the Illinois State Convention and the Regional Meeting in Rochester, New York.

The gay and courageous manner in which Mrs. Evelyn Spencer tackles the problem of retirement will of necessity give us all new faith in our abilities. She is a member of the Iota Chapter at Olympia, Washington, but is also a state honorary member.

Readers will remember the delightful articles which Mazie Hall of the Alpha Chapter in Florida has furnished us on one or two other occasions. She is stimulating, delightful in her style of writing, and full of good common sense.

In the person of Mrs. Carrie Belle

Parks Norton we have a dynamo of enthusiasm. Mrs. Norton has had a long, varied, and unusual experience, not only in her teaching positions, but also as a writer. She has attacked the rather elusive problem assigned to her committee with tact and intelligence and out of the work that has been going forward are emerging certain clear convictions which the Committee will report to the National Convention.

Grace Imogene Fox is a member of the Florida State University faculty; is marked as a state educational leader by her colleagues, and is doing a pioneer piece of work in the study for her doctorate. She is the current winner of the Annie Webb Blanton national scholarship.

Miss Margaret Wasson of Dallas, Texas, is working on the problem of recruitment from a somewhat different angle than has been used heretofore. She is in residence at Teachers College at Columbia University where she is pursuing her doctorate.

It is not often that we read as stimulating a letter as that which Mrs. Helen Householders of the Alpha Omega Chapter of Pleasanton, California, wrote on teacher welfare in California.

It is a splendid indication of the ways in which intelligent vision and planning can be brought to bear on our programs which need the vigorous efforts of all our members.



# Around the World on a DC-4 Plane



MOLLIE B. NIELAND

IF ONE dropped in upon the Smiths at Northfield, Massachusetts, where plans for "Youth Argosy" go forward all the time, one would find rooms all over the house buzzing with activity. Long-distance telephone conversations with Rome, Paris, and other distant places would be heard, while Isabel Smith might be preparing hamburgers for 15 boys and girls from Switzerland. (The Smiths were introduced to a large reading public in the October issue of *Coronet*.) They are responsible for this non-profit, educational organization which cooperates with other interested groups in helping those who desire world-wide traveling opportunities for education, friendship, and service. The organization exists to provide worthy young people of slender means the opportunities for foreign study and travel that they might otherwise not have. The underlying purpose of "Youth Argosy" is obviously to build a generous, understanding, and sympathetic body of youth who are living components of a one good world, essential today, if peace is to be realized.

MONROE and Isabel Smith pioneered a long time ago in youth hostelling in America and because of their dynamic enthusiasm, representatives of "Youth Argosy" are today in Belgium, Canada, Denmark, England, France, Germany, Holland, Ireland, Italy, Luxembourg, Norway, Scotland, Sweden, and Switzerland.

Those who participate in these travel adventures are known as "Argonauts," and the plane on which they embark is called the "Argo." You will remember that the name "Argonauts" was applied to the band of fifty heroes who sailed with Jason some thousands of years ago in the ship, "Argo," in search of The Golden Fleece. The participants are not only very young men and women, but they include also other more mature people who qualify because they are young in spirit.

Last summer an orientation trip in a chartered plane with a crew of six set out to meet youth with youth around the world in a friendly way. The writer of this article was fortunate enough to go along. The nationality, religion, race, economic or social standing, or even political affiliations of those the travelers met did not matter.

**T**HERE were 32 passengers on the plane, one of whom was a Mohammedan from Pakistan, India, who is pursuing his studies at Dartmouth. He represented the United Nations Students Youth Commission. From 14 states and 17 universities the "Argonauts" came. The number increased and decreased as the plane picked up one in Denver, three in Oakland, California, one in Honolulu, left one in Cairo as an exchange teacher, and another in Paris to attend the Sorbonne. A Norwegian girl joined the group in Hong Kong, and four came aboard in Teheran. Sixteen boys and girls from Switzerland, who were invited to America to hostel in the East, were given a free plane ride to Oakland, California. From Copenhagen, Denmark, 12 boys and girls attending the International Youth Rally at Silkeborg, Denmark, had a free ride to Paris. They were from Norway, Denmark, England, Ireland, Luxembourg, France, and Belgium. They represented different faiths, races, varying political views, and widely different social and economic backgrounds.

It was at 2:00 A.M. on July 10 that the "Argonauts" set out from Bradley Field, Connecticut. With a full moon and plenty of white clouds the plane got off to an auspicious start. Its itinerary included Denver, Colorado, Oakland, California, Hawaii, Wake Island, Tokyo, Hong Kong, Bangkok, Calcutta, Delhi, Karachi, Teheran,

Cairo, Cyprus, Israel, Trans-Jordan, Istanbul, Athens, Rome, Frankfurt, Copenhagen, Paris.

The last lap of the trip from La Havre, France, was on the steamship "Samaria." The ocean voyage concluded the trip because the "Argonauts" and boys and girls who had been abroad during the summer and who had given generously in rehabilitation projects and service to refugees gave up their spaces on the plane to displaced persons being brought to Canada by the International Refugee Organization.

**N**OTHING more illuminating could be imagined than some of the day-to-day experiences which the "Argonauts" enjoyed. They were aware immediately that propaganda over all the world influences thinking more than any of us realizes. For instance, in Teheran they were asked whether it was true that in New York colored people are lynched every three or four days, and the questioners were astounded to see two of the colored race with the group. Distinguished people over all the world made the "Argonauts" welcome. People opened their homes; the Occupation Authorities in Japan looked after them; visits were made to children's camps, refugee camps, rehabilitated villages. The "Argonauts" found time to visit numerous interesting places on the route. The matchless beauty of the Taj Mahal; the impressive ruins in Luxor, Egypt; the Acropolis; the

Colosseum; the Pyramids all told an eloquent story. The travelers had the experience of sleeping at the foot of the Pyramids in sleeping bags while Egyptian policemen guarded them during the night. For sixty minutes Prime Minister Nehru talked with them at his home in Delhi. He spoke of national freedom; the removal of fears; working for peace instead of for war; of sufficient food, clothing, and shelter for all the people of the world; and most feelingly of the enlightenment that must come through the right kind of education, if peace is to be brought home to the world.

High above the clouds these 30

young people talked with enthusiasm and convictions about the world's social problems. They prepared their own meals; they sang together. They fitted in anywhere under the most unusual circumstances. They took collapsible bicycles with them and sleeping bags.

It was an unforgettable privilege, and I look forward with more than normal anticipation to the trip next summer when I shall be privileged to be co-leader of another group with Isabel and Monroe Smith.

Nothing more fitting could conclude this brief recital of memorable experience than the five lines written by Isabel Smith.

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"Yes, they circled the globe and worried not a jot  
If monsoons were pouring or t'were dusty or hot.  
And they had splendid fun, and what friends they all made  
For youth can't be distant or frigid or staid—  
AND THE WORLD'S YOUTH RESPONDED IN KIND, UNAFRAID."



# These Things We Need to Know



HYO SUK SONG

**H**AVING a history over 4,000 years old, Korea, a peninsular country, is situated between China, Japan, and Russia and has been invaded by them numbers of times. At the beginning of the twentieth century, fifty years ago, Korea became a victim of Japanese aggression. But finally the people of Korea achieved their own liberty with the ending of World War II.

Thereafter everything started newly to change into eager, hopeful, and happy life, especially in education. In order to understand our present education and the sufferings we endured, we all should know the history of Korea concerned with education, particularly during the past forty years of Japanese domination.

In 1904, after several negotiations failed, a war broke out between Japan and Russia. Korea, being located between them, declared herself neutral; but soon the Japanese asked the concessions of fishing and navigation rights in the Korean Sea. After the Russian-Japanese War ended with the fall of Port Arthur, the Japanese knew that Korean internal affairs were

disordered and took advantage of the fact to invade the country. Somehow later, regardless of the treaty of recognition of Korean independence and her protection, Japan took Korea with merciless military power. Hundreds of small armed groups opposed this act of Japan and organizations of patriotic Koreans sprang up everywhere. Finally, however, in annexing Korea in 1910, the Japanese took away freedom of speech from the Korean people. Every newspaper and every organization which could be said to be a people's voice were severely oppressed and investigated. We lost our ears, eyes, and mouths until August 15, 1945, the day when we got our freedom.

**LOOKING** back at the so-called education of these periods, I remember the school buildings as open jails with guards who were busy to nag and beat. Japanese teachers, afraid of the possibility of Korean students' revolt, always had long swords and sabers in the classroom. The sole aim of education in Korea was to train Korean children to be loyal Japanese sub-



jects. In 1925 a "Society for Compiling Korean History" was established by the Japanese. Here we lost our chance to learn our own history and culture. Their colonial exploitation policy destroyed our hope and many lives, and the slavish education drove the young children into deep fear. With this unfair and inhuman education, Korean children had no chance and opportunities to express what they wanted and what they could do. Suffering in a period of the dark ages during the past forty years, the people of Korea were thirsty for freedom. But after the Japanese withdrew from Korean land, when we were given a draught of freedom, we realized that it was necessary to know how to drink it. We needed energy; we needed a vision of a more abundant life. Many of our Korean people who went abroad and were educated in free countries introduced democracy into our classrooms with methods that corresponded.

The first thing that we had to have for education was well-trained teachers who were interested in children and who believed in democracy. The curriculum was reorganized, and the contents of text books were corrected with attention to basic democratic ideas and ways of living. Many educational leaders appeared, insisting on progressive education and its methods. First of all, the Department of Education brought up the problem of compulsory education at the first

education meeting on November 14, 1945 and set up a plan to assure it.

According to the 1950 report of the Department of Education, 105 new elementary school buildings were added and classes were increased more than 5,500 after the war. In secondary school nine new schools and 159 classes were added. Children are being taught to be good citizens in a democratic country and schools run for the sake of their welfare and a sound spirit of humanity. Scientific methods are insisted upon.

THE Department of Education accepted the system of 6-3-3-4 years for school periods in 1946, but after a trial this system was not considered desirable. There were one or two reasons for it. First of all, before the war we had middle school for four high school years and two years junior college; but after the war, the Department of Education divided into three years junior and three years senior high school, and students would go to the university without having two years junior college. In trying this new system after the war, we found out that six years high school is not much different from four years high school. In other words, we were actually missing two years' education. With that 6-3-3-4 system we changed the time of the new school term to September instead of April at which it began before the war.

If the school term begins in September, because of the hot weather in the summer in Korea, the children who are supposed to take school entrance examinations will have a difficult time, especially physically. What is worse, students in agricultural schools will graduate in July without seeing the result of the harvest of crops which they plant in the spring. Therefore, considering all these situations the Department of Education returned the system to the previous 6-4-2-4 arrangement, and school begins in April as it did before.

**W**HO would deny that there are many unknown and numerous difficulties in this endeavor? The lack of good teachers is a considerable problem. According to the list in 1947, in elementary schools the number of teachers needed was 39,767; the employed numbered 34,235 and vacancies were 5,532. In the secondary schools the teachers needed were 9,140; the employed were 7,868; and vacancies were 1,272. It shows how badly we need teachers. There was an argument on increasing salaries of school teachers in order to raise their numbers and qualifications. Some of their salaries are paid by Parents Associations, but most of them come from the tuition of students. In order to improve the standards of living of teachers, students' tuition should be increased; but how can most of the children pay such high tuition? Haven't we seen

many children who dropped school because of the high tuition and the high occasional subscription which would be a part of the funds to run schools. Many teachers have subsidiary jobs and night jobs besides teaching at school. But generally, teachers are getting the highest salary among officers. Now, in 1950, the situation is unexpectedly improved but we have not yet solved that problem.

**T**HE second difficulty is the lack of paper for text books. We used papers from Northern Korea and imported some from outside, but now in South Korea we are meeting the difficulty of getting paper enough for all children. The Bureau of Text Books in 1948 could supply only enough for 13,139,177 books out of 26,334,333 needed. Not only the scarcity of text books but the extreme lack of note paper and pencils sometimes hinders the children greatly in their learning. In Seoul, capital of Korea, we have less difficulty; but in small towns and in the country we see the children who can't write even their own language because of the lack of notebooks and pencils.

Next, I should like to mention a point of progress in education since the war. I am extremely happy to see the recognition of higher education for women. Nobody dreamed of co-education before 1945; but at present, except in a few schools, there are co-educational opportunities in elementary schools, colleges, and universities. We have



two or three experimental high schools that have co-education, but usually, in the secondary schools because of the fear of too sudden change, and the age of the children, the sexes remain separated.

This is a brief survey of Korean education as it is at present. Some people looking at it from another angle would discover points of disagreement. However, I shall be

happy if this helps to give some idea on Korean education.

Concluding my writing, I extremely thank the members of the Delta Kappa Gamma Society, especially the Florida State members whose cooperation made it possible for me to come to this country. I am so proud of being given the privilege of a scholarship from your organization.



# Render to the Greeks Our Twentieth Century Tribute

AMANDA ZABEL



AS INDIVIDUALS and as groups, we need to remind ourselves not to fall into the error of taking credit for all the achievements of our time, nor must we assume that all knowledge will die with us. Such an attitude is grossly unfair to the long line of humankind who have preceded us, but more important, such a smug self-complacency prevents us from making a genuine contribution to an evolving and, we hope an improving civilization. It follows, then, that the more familiar we are with the contributions of earlier generations, the better able shall we be to add to the common store of wisdom.

Now of all the many varied contributions to Western civilization in different periods by different peoples, those of the ancient Greeks are quite the most outstanding in two respects—the great number of different fields and the high quality of achievement in each field. You

need only to recall that every scientist of the twentieth century knows his Aristotle; every student of government and education quotes Plato; every architect has analyzed the techniques involved which account for the timeless beauty of the Parthenon; every sculptor of the human figure still yields the laurels to Phidias and Praxiteles; every philosopher (and who isn't a philosopher?) still finds it imperative to return to Greek writers for illuminating discussions on issues that are forever recurring to the human mind. Edith Hamilton summarizes our debt to the Greek thus: "What was then produced of art and of thought has never been surpassed and very rarely equalled, and the stamp of it is upon all the art and all the thought of the Western world."<sup>1</sup> In fact, the ancient Greeks are credited with being the originators of what we call Western civilization. Edith Hamilton continues: "We are their descendants intellectually, artistically, and politically, too. Nothing we learn about them is alien to ourselves."

<sup>1</sup> Edith Hamilton, *The Great Age of Greek Literature*, p. 15.

The Greeks passed on their contributions to succeeding generations by means of a superlative literature. From the standpoint of techniques, this literature ranks at the top, for the ancient Greek writers were masters of language. Plato was an artist in communicating his ideas; Aristotle has been called a literary scientist; Pericles, political leader, actual originator of PWA, was an accomplished orator, surpassed only by Demosthenes, to mention only a few.

To repeat, then, the careful study of almost any institution of our century reveals a strong Greek influence, one exerted through the written records of this ancient people. It is not my purpose at this time to prove this accepted fact, but rather to touch on some interesting points which illustrate this fact and account for it. For example, to begin with extremely superficial evidence, I find it interesting to note the Greek names and expressions used today. I asked students in a world literature class the other day to mention some widely advertised products whose names or trademarks were taken from Greek mythology. In half a minute, they had given me twice as many as I needed to illustrate this point. There are Venus pencils, Triton motor oil, Ajax tires, and flying horse gas. The name and various insignia of Mercury, messenger of the gods, are used for a whole multitude of products—magazines, telephone, medical corps of the army, Goodyear, autos. Ad-

vertisers of these products would scarcely choose these names if they did not believe the name would step up the sales. They assume a general familiarity with the significance of these terms on the part of the buying public. It's good business to use Greek names.

Recall how many Greek names we use in common expression. Perhaps when we use these phrases, we don't remember all the details of the allusion, but we do know the one detail which is the point we wish to get across; rich as Midas or the Midas-touch; wounded by Cupid's arrows; climbing Parnassus; black as the river Styx; beautiful as Helen of Troy, or handsome as Adonis; as wily as Odysseus; undertaking a Herculean job. Why do we always speak of the dogs of war rather than wolves or lions of war? It is simply because the Greek god of war, Mars, is always accompanied by dogs. We also speak of the tendon of Achilles. When we use the terms *vulcanize* or *vulcano*, we may not always remember that Vulcan was the blacksmith of the gods but there is a lurking association. When we use the many related words, such as *psychology*, *psychiatry*, *psycho-analysis*, we are certainly using the name of the Greek goddess, Psyche, meaning soul, or mind.

On a decidedly higher level, but along the same line of approach, we notice the best of our writers have drawn upon Greek literature both for inspiration and actual subject matter. In fact, some of the finest



writings of these authors are well-nigh meaningless to the reader who lacks the background of Greek literature; for example, Milton's minor poems, "L'Allegro," "Il Penseroso," his famous elegy, *Lycidas*, and sections of *Paradise Lost*. Shelley's strongest play, *Prometheus Unbound*, carries no significance to the reader who doesn't know that Prometheus is the Greek Messiah, who dared to defy Zeus and brought down fire to the earth to make humankind more comfortable and happier. Prometheus chose this course of action, knowing full well that he would suffer eternal punishment for his act of mercy.

Scarcely a poem of Keats but has direct reference to the Greek. Our Ralph Emerson, whom Lowell char-

acterized as a Greek head on right Yankee shoulders, on the other hand, mentions very few Greek names. But what is more significant is Emerson's acceptance and exposition of fundamental tenets of Greek thinking. My Greek professor used to say, "Over the door of every Greek temple are carved these two mottoes, *Know Thyself* and *Nothing Too Much*." Examine almost any of Emerson's lecture-essays and you'll find one or both of these thoughts at the center of his thinking. College students of American literature who are familiar with Greek literature have little difficulty in comprehending Emerson.

Our own contemporary American authors assume that we readers know Greek literature. The next time you read Christopher Morley or John M. Brown or Eugene O'Neill or E. A. Robinson, note the allusions to the Greek. I mention them because I have noted their frequent allusions myself. There may be such references also in other best sellers such as *The Wayward Bus* or *Forever Amber*. I wouldn't know.

Recently I ran through a number of issues of *The Atlantic Monthly* and *The New Yorker* to discover whether there were any such allusions. I chose these two periodicals because of the great difference in character between them—from the ultra in the highbrow to the ultra in the sophisticated. I confined myself to the poems in both, in order to have a basis of comparison.

In the first copy of *The New*

Yorker that I opened I found a serious poem, covering a half-page, by John Heath-Stubs; in developing his thesis, the author had devoted the whole poem to mythology, Greek, Roman, Norse, and to the Bible. Another poem by Phyllis McGinley, regular contributor, was entitled "For This, Herodotus." The poem could be enjoyed without the reader's knowing who Herodotus was, though its actual meaning hinged on that knowledge. In another issue in a light, nonsense poem titled "Woodman, Pass that Norway Maple," appeared the lines:

"Still, come what may, let's not  
despair  
But keep our psyches limber."

In *The Atlantic Monthly*, in a poem "The Spoils" by David Brock, the Trojan horse was mentioned, and R. P. Lister in a poem, "Mr. Bluefrock Considers It All," mentions the Muses. In both instances the reader who did not know the meaning of these terms was bound to miss something vital which he would otherwise have enjoyed. While glancing through the last September issue of *The Atlantic Monthly*, my eyes slipped from poetry to an intriguing looking article "Grand Tour—Nonstop!" by Bergan Evans, and I took time out to read it. It proved highly entertaining. If you haven't read it, I recommend it to you. But I was further rewarded in reading it by finding a great number of allusions to the Greek; for instance,

Ulysses, Maenads, Diana, Eris, Venus.

While this most casual perusal of the two magazines was in no sense scientific, it nevertheless gave me a slant on this point. My conclusion: one should never be surprised to find these references to Greek mythology in any of our more prominent periodicals.

We ask: *Why* has Greek literature continued to be so generally read and enjoyed for twenty-four centuries? What qualities does this literature have which account for this permanence, this universality of appeal? It's the same question which we ask about every writing that has endured after the generation which produced it. We know there is no single, absolute, accurate answer to this question. If there were, we could all write masterpieces. No magic formula has ever been devised which will guarantee the production of a literary masterpiece. The writer's most tangible tools are words, and words refuse to be manipulated like mathematical terms or chemical symbols. Consequently, when we attempt to evaluate the value of a piece of writing, we have no set list of standards, no single yardstick by which we can measure its worth.



Nevertheless, as we scrutinize the individual pieces of literature that have endured, we notice certain qualities which appear and reappear repeatedly. A brief review of these characteristics will aid us in gaining some clues as to why this small Hellenic group surpassed every other group in the excellence and variety of their writings.

These qualities fall into three main divisions: classical, romantic, realistic.

I. Among the most easily recognized classical qualities are:

1. Respect for form

*This applies not only to mechanical items like verse patterns, choice of words, and the organization of subject matter, but it also holds in check the writer's personal point of view, his emotion (at least the expression of his emotion) and his imagination. Restraint becomes his watchword. His goal, according to Andre Gide, is the art of expressing most by saying least. Restraint thus means not so much suppression as compression.*

2. A concern for the intellectual—the elevation of reason

*Logic and intelligence, not emotion, are in control. Order and good sense must prevail. As a result the tone is edifying, dignified.*

II. The most easily recognized romantic qualities are:

1. *A concern with the individual point of view.*

2. *A subjective treatment exalting emotion rather than intellect.*

3. *An emphasis on faith rather than reason.*

4. *A frequently illogical quality because of the emphasis on things of the spirit.*

5. *An interest in other worlds.*

III. Most easily recognized of the realistic qualities are:

1. *An attempt to present the contemporary world objectively.*

2. *A reliance on sense impressions.*

All of these statements are necessarily over-simplified; nevertheless, by and large, they are true and helpful to the person interested in developing his ability to evaluate what he reads.

But whether one prefers one set of characteristics of writing, or two, or all three, he finds something to his liking among the Greeks; moreover, most remarkable, he finds most of these varying qualities in individual Greek writers. In other words, the best of the Greek writers are classicists, romanticists, and realists, at one and the same time. No wonder, then, that every generation of readers continues to read them.

To illustrate, let us take the recent very successful revival of Euripides' *Medea*. Some of you had the good fortune to see this play in New York, or when it came to the Pacific Coast. Judith Ander-





son knew it would be a box-office success when she persuaded Robinson Jeffers to adapt the original for her special presentation. What classical qualities does Euripides' *Medea* possess?

A strict attention to form, following the same careful plot development found in all the Greek tragedies.

An objective presentation calculated to make the audience respond emotionally because the central figure is a human being.

A realistic situation, namely, a woman betrayed, a figure familiar to every audience in every generation.

After *Medea* has given her all to the man she loves, even sacrificing her own father and brother, Jason, her husband, forsakes her for another marriage that will bring him greater political and social prestige. Even her powers as a sorceress which the Greeks ascribed to her are not difficult for a twentieth-century audience to accept; we use a slightly different term meaning the same thing. Instead of "sorcery" we speak of "feminine wiles." Moreover, *Medea's* revenge was no more or less effective than that of many another woman of spirit and intelligence.

Re-read Euripides' *Trojan Women* and you will realize how effective it is, used as propaganda against war, any war. Jane Addams was responsible for its revival during World War I.

*Mourning Becomes Electra*, judged Eugene O'Neil's best play, is almost a duplication of Sophocles' *Electra*.

One final and most important point—the ancient Greek literature is great also because its source material is great, and its source material is its rich, imaginative body of myths. These myths reveal the best thinking of the Greeks; they reveal every quality which makes Greek thinking outstanding. One such quality is the Greek love of the beautiful, unerring taste in discovering and creating the beautiful. For example, the Greek was entranced by the beauty of the world he lived in. The rocky soil of much of the Greek peninsula did not provide too abundant crops, but with sufficient rainfall it provided enough and we find no recorded complaint on this point; while, on the other hand, over and over the ancient Greek celebrates the beauty of his native land. He built the amphitheaters so that everyone in the audience not only could see the stage but also could feast his eyes on superb mountainous landscape and a sky matched in clear, vivid color by the Mediterranean Sea.

How is this appreciation of the beauty of Nature reflected in mythology? We find it in his explanation of what happens to mortals after death. Odysseus, by special dispensation, was allowed to visit



Hades and return to the upper world, where he made a report on his visit. He found down there the shades of *all* people who had ever lived on earth. Those who had lived exemplary lives, who, we would say, were entitled to enter the pearly gates and strum on golden harps through all eternity—these he found in the most desirable section of Hades, wandering through the Elysian fields through which ran the river Lethe, the light provided resembling soft twilight rather than the glorious sunshine of Athens. And here we come to the most significant point of all: the greatest reward to come to these spirits was to drink from the waters of the river Lethe, which brought forgetfulness of their life on earth. This was the kindest thing that could be done for them; you see, the Greek could not *imagine* a more wonderful, satisfying, a more beautiful place to live than his earthly home. Greece *was* heaven.

Incidentally, what happened to those who had sinned on earth? Their fate followed the Gilbert and Sullivan pattern: Let the punishment fit the crime, as illustrated by Sisyphus or Tantalus. This is quite a different conception—this individual punishment—from that of all sinners sharing the same fire-and-brimstone fate. I'm not prepared to state which conception of punishment after death is the more accurate, but the difference between the types of imagination responsible for the two conceptions is quite obvious. Notice the Greek concep-

tion also reveals the Greek habit of using his *intellect*, or hitting upon the *reasonable* explanation of what occurs after death.

The earth was beautiful, hence of paramount interest.

Human beings are also beautiful, and of equal interest—wonderful people in a wonderful world. As a result their imagination peopled the mountains, the forests, the winds, the streams, all tangible natural forms with beings made in the image of men, each of these dryads, nymphs, gods of varying ranks having distinguishing qualities, to correspond with different qualities of natural objects, as illustrated by tumbling mountain torrents contrasted with placid pools. Each type of water had a corresponding kind of deity. Thus sailors must always take extra precautions against the fierceness of Aeolus, the king of the winds, but they welcomed Zephyrus, the mild west wind, whose wife is Chloris, goddess of flowers. How much more pleasing the Greek weather forecaster's announcement: "Aeolus to vacation at the Oregon coast resorts" than the prosaic: "Storm warnings up on west coast between parallels 45 and 46." Both furnish the same practical information, but with what a difference.

This imaginative presentation of *scientific* data is exemplified repeatedly in Greek myths, an illustration being Menelaus and the Old Man of the Sea. Recognized truths make deeper impressions when told in story form. For illus-

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tration, take Hercules and the nine-headed Hydra. The Greeks were quite aware of the presence of evil in the world and equally aware of the impossibility of eradicating such evil by sporadic attacks on the superficial aspects of the evil. In fact, this mode of attack caused it to become even more strongly entrenched. Since we shall have to reckon with evil forever, reasoned the Greek, why not use the only common-sense method in dealing with it—place control over it which will strip it of all power

The myth about the gorgon Medusa, so ugly, so repulsive in appearance that one look at her turned you to stone, illustrates a fact which we all recognize, namely: continuous association and familiarity with evil companions and environment brings about a loss of the finer sensibilities and humane qualities—makes us hard-hearted, gives us hearts of stone. Perhaps these common expressions originated in this myth.

Psychology is considered a relatively new science; still a number of Greek myths indicate a recognition of certain abnormal traits in human beings which twentieth century psychologists designate in terms borrowed directly from these myths. For illustrations, choose *Narcissism* and the *Oedipus complex*.

We must never assume that the Greek myths were produced by a primitive people. They are told with too much artistry. They "are the creation of great poets . . .



expressing themselves with clarity and beauty, an indisputable proof of civilization."

A moment ago I said that Greek mythology reveals the best thinking of the Greeks; however, the way to discover what their best thinking was does not lie in reading everyone of these myths singly, ferreting out the symbolic meaning of each. Rather, proceed directly to Homer and the dramatists. These writers use the myths as the basis for their narratives, but the reader gets a good deal more than the story. He discovers the attitudes of the Greeks toward everything in the world, what is important, what is unimportant. He discovers the ideas at the heart of Greek thinking, the same ideas

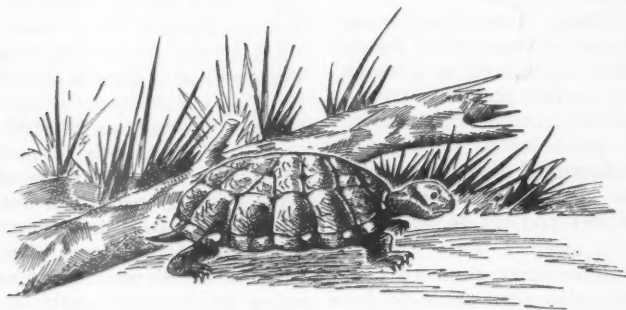
which are still basic in American thinking in 1950. And a main reason why the stamp of their thought is still upon the thought of western civilization is this: The Greek not only gave lip service to these ideals; he put them into practice; he *lived* by them. As I mention four of the basic conclusions which the Greeks reached and lived by, make mental note of how familiar they sound, how they coincide with your own thinking, in connection with your own activities, in your home, your school, church, club, your government.

1. Man is of supreme importance.
2. Anything which ennoble man, anything that improves him, physically, mentally, spiritually,

is good, therefore should be encouraged.

3. Man is responsible for his own improvement—through the use of his intelligence, the exercise of reason. Hence he has two tasks: to know himself and to know the world he lives in.
4. Certain extremely important spiritual facts exist, not recognizable through the mind but through experience. These spiritual facts may eventually be understood by the intelligence if man maintains an open mind.

In recognizing these ideas as being at the very core of our twentieth century thinking, we realize the nature and extent of our debt to ancient Greek literature.



# *The Women of Mexico Find their Place in the Sun*

DOLORES T. de LLANO

**M**ANY of my Delta Kappa Gamma friends who will read these lines are already familiar with their neighbors south of the Rio Grande. Much has been written and said about the stoicism, the bravery, and the struggles of the Mexican women during the last four centuries. There is no doubt that in Mexico, as in all other countries of the world, women have inspired and helped men's activities constantly.

In order that you may better understand the present status of the women in Mexico, and especially that of the teacher, I feel that I must go back and mention a few things about women in this part of our Continent, for although we live so near one another, yet in many sociological aspects we seem very far apart.

In the field of education, during the pre-Hispanic epoch, in the reign of the Mexicas, a woman's right to education was recognized. This, however, was restricted, but it indicated the beginning of a parallelism with education for men.

During the long three centuries of the Spanish conquest, however, education for women stopped completely; only the convent opened its doors to other activities which in a small sense could be said to depart from the domestic field. Even within the walls of the cloisters, women's minds continued to grow, and began to glimpse a future for other ideals.

**A**FAMOUS example of this type of woman is Sor Juana Ines de la Cruz. Her great intelligence and personality met nothing but obstacles in the world of those days. The only place where she could voice her ideas, even if she had to put them into a religious mold, was the convent. And in this religious environment she wrote her poetry. In some of her poems she touches upon new doctrines of social and moral reform, and speaks openly of the injustice of a double standard, one for men and another for women, which has not entirely disappeared in Mexico, in the present day. She was the first woman in this hemisphere to advocate equal rights for women.

During the long years of the struggle for independence, several outstanding women made a name for themselves forever, in the hearts of all the Mexicans. So great was the part played by women then, that I cannot omit the name of Dona Josefa Ortiz de Dominguez, who was the chief inspiration for, and in every way helped the men who fought for our independence from its very beginning.

**AFTER** many political incidents came the 30 years' administration under President Diaz. Apparently during this time the Mexican women in general seemed to have been only devoted to their home, and seemingly were entirely dependent upon the men of the family; but this apparent submission was deceptive, because the spirit of liberty, of independence from old traditions, the desire to enter the field of culture, kept growing. A great number of women began to go to the small academies and to other institutions of culture where they were able to secure admission. The more privileged went to schools in Europe and a large number to the United States. Women then began to become teachers of Primary schools. Several groups were formed which were determined upon bettering the social environment in different ways.

I must mention the first woman doctor and the first woman lawyer in Mexico. They not only had to

struggle as we can now hardly imagine, in order to achieve their goal, but they also became the pioneers for other women who wanted to follow careers up to then open only to men. They were an inspiration, and helped their fellow women in every conceivable way. It was in the beginning of the 20th Century, when Matilde Montoya, who became the first woman physician, was accompanied by her mother to every one of her classes at the University during her long medical studies. This was necessary, because, at that time no girl who wished to be respected ever appeared alone, and to this day, this still occurs in many towns and rural communities. After Matilda Montoya finished her studies, she faced incredible difficulties, because she could not be granted a diploma under laws which did not mention women at all. Finally the Governor of one of the states, a friend of the family, took the zealous medical student under his protection, and ordered the usual number of doctors to give her the final examination for her degree. Senora Maria A. Sandoval Vda. de Varco was the first Mexican woman to become a lawyer, and she is still practicing law.

When the Revolution came (1910), the women with a broader outlook on life entered the field of political action, and even at the risk of their lives inspired and helped the men's activities during those dangerous days.

**AFTER** the first period of the Revolution, about 1920, many new occupations began to be carried out, and new impulse was given to others which were only in the embryonic state. By 1922 the well known man of letters, Jose Vasconcelos, then Secretary of Education, opened many libraries. The youth of both sexes now began to enter all the fields of art and knowledge.

There are women today, still active in their respective fields, who began to be outstanding during the period mentioned.

The teaching profession has to this day offered the best means of livelihood to the Mexican women, as it is honored and respected. At present we have thousands of young women studying in our Normal Schools. The present enrollment in Mexico City alone is 5,000. The salaries paid to the teachers of elementary schools are very low, but at this very moment there is a strong movement in behalf of an increase of salaries. In the last few years much has been accomplished to improve the professional status of teachers, as well as promote their civil rights.

During the last two decades women teachers have stepped into positions which before were filled only by men. They have done exceedingly well, and have been the cause of our schools being now filled with girls and women, who cannot realize the titanic efforts which these women put forth to obtain what they now enjoy as a natural privi-

lege. Among them I want to mention Profesora Soledad Anaya Solorzano, outstanding in the secondary or high school field, a teacher in the highest sense of the word, who in 1944 was appointed Director General of the Department of Secondary Education for the whole country. This appointment was made by Dr. Jaime Torres Bodett who was then Secretary of Education and is now Director General of UNESCO. We have a recent retirement law for teachers which allows a teacher after 30 years of service and 55 of age to retire on full salary. Miss Anaya took advantage of this law two years ago but she is still very active and has devoted her time to social work. She is often invited to teachers' meetings, and her advice is always sought and followed. At present we have another woman teacher as head of the Secondary Schools, Senora Celia Garcia de Alarcon. She has introduced Vocational Guidance into our High Schools.



THE public school system, which is centralized under the Secretary of Education, pays the same salaries to women as to men. Women teachers can be married and have the same privileges as the single ones. If a woman becomes an expectant mother, she is given a three-months leave of absence with full pay—a month before and two months after the baby is born. Later her schedule is worked in such a way that she may go out and nurse her baby if necessary.

While we have accomplished much in the last few years, there is still more to be done, so that all the teachers in Mexico may have the opportunities and privileges

that the majority of the American teachers have at present.

If you have read this far, I hope you have now an idea of the enormous difficulties surmounted by the Mexican women in their struggles for advancement. I believe that we must continue to work hard, and that it is absolutely necessary for all the women teachers of the whole world, especially of this Continent, to become united, in order to promote worldwide peace and understanding, and make the governments of all nations realize the importance and need of capable, conscientious, and well-trained teachers.



# Retired -- So What?

EVELYN SPENCER



*Grow old along with me,  
The worst is yet to be;  
Cantankerous age,  
Opinions sage,  
Keep people away from me.*

**S**O THOUGHT Elizabeth Ann as she mulled over the imminence of her retirement from active work with a dull and drab future to be lived with. It was an educational job not too easy to fill—technical, exacting, strictly a desk job with occasional outside conferences. There was not much time for reading and recreation. Many bulletins, surveys, and statistical reports in line with the daily work had to be read in the evenings in addition to an hour or two spent in getting material ready for the stenographers for the next day.

She had wonderful health and was never out of the office because of illness. Her office mates laughingly called her "Tuffey" because of her health record. Although older than the other staff officers, she could probably have gone on to eighty if health held out. But when Age leered in unmistakably at her door, she began to think of retirement. She had recently gone on a visit to her old childhood home and, in renewing acquaintance with some of the old neighbors, a very frank old-timer had said to her: "Elizabeth, you don't look old, and you don't act old, but you *be* old." When she hesitated in crossing the street before an oncoming car and the driver stopped and called out, "Go on,



Grandma. You have the right of way," she said to herself, "That settles it. I *be* old." She began to plan for retirement, working up to it throughout a two-year period and becoming increasingly sensitive to remarks such as "You look tired today, Elizabeth," or from a visiting acquaintance, "Are you still working?" Upon retirement she would be eligible to a fair annuity which could be supplemented by savings and, she hoped, some payments for free-lance writing. She trained her first assistant in all the details and techniques of the work and then she retired in a cloud of dust—an office party, cake and flowers, beautiful gifts, good wishes, and friendly farewells.

She had a little country home which had come to her on the death of her parents, and she liked to garden and raise flowers. Even then it was not easy to make the adjustment to a quiet life after the turmoil of the office and the insistence of office callers. Now she was alone with a neighbor or two, a house to rejuvenate and a yard to bring back to normal, for since the house had been unoccupied for a number of years, shrubbery, weeds, vines and grass had struggled for existence in an unending rivalry which culminated in a lush jungle of green.

The first winter she went on a reading orgy—all the best sellers, the slick magazines, quality stories, dipped into psychology, always a fascinating subject in her college days, now of increased interest

with its modern application to living. She joined an Adult Education class in Arts and Crafts, in which she exhibited no particular talent, but it brightened her outlook by meeting new groups and making new friends. Her teacher was patient and bored with her efforts. As fast as possible she steered clear of Elizabeth. There were students with talent. But Elizabeth had a delightfully messy time with paints and printer's ink. She made and presented a few little gifts to friends who showed polite appreciation but no rapture.

Came spring, and she made garden in slacks and heavy shoes. She bought a half pound of carrot seed for one short row in her little pocket handkerchief of a garden to the great amusement of her farmer neighbors. Gourds were another hobby that failed. She could not, like the old Bible patriarch, sit in the shade of her gourd vines, for they never made more than a foot in height and bore for her two tiny specimens. But she did have green peas and ripe tomatoes for city visitors, and she drew a prize at the county fair on her African marigolds.

In common with all people who retire, she made a dream come true by taking a long planned trip to Bryce, Zion, and Grand Canyons. The worshipful setting of Zion, the delicate beauty of rose and alabaster of Bryce, and the awesome wonder of Grand Canyon were the highlights of retirement experiences that first year.



Her home was an old-fashioned house, and she kept it so except for modern plumbing and lighting, making of it a place for gracious living with informal teas, dinners for old friends, and fireside parties. She was often invited to speak at clubs and other community gatherings. There were many outlets for her abundant energy in the work of a small struggling country church—the lifeblood of all communities. A civic club, which had for its object the maintenance and supervision of the town library supplemented by an appropriation made by the Town Council each year, enrolled her for membership and gave her two offices, that of treasurer and a member of the Book Committee. Back to her desk with club finances she went and on with her reading for the Book Committee. She learned that her choice of books was not always the choice of the reading public, and she revised her selections in accordance with popular taste.

Next in line came a vacancy on the School Board and an urgent request to file for the office of school director. In all her educational work this was one thing she had not done, and after careful thought it seemed a fitting climax to her educational experience.

Then began a busy time planning for a new elementary school building to take care of the war babies now come of school age, budgets, selection of teachers, purchase of a new school bus and other equipment. She learned a great

deal about school buses. She was familiar in a general way with state safety regulations and state and district requirements for financing, but after repeated visits by enterprising salesmen she learned about Z-joints, reinforced frames, and Budd wheels.

She bought into play her knowledge of diplomatic listening with no commitments and, in the end, kept friends with them all. She found herself again in the old circle, advising teachers on their perplexing problems, working with the parents on the needs of boys and girls, deep in the financial administration of the school district and serving on important educational committees. No money in any of these activities, but a real satisfaction. "After all," she thought, "with all that life has given me in salaries and wages, it is only meet that I should give service for free! Retirement did not mean that my usefulness was at an end but that the time had come for me to change my field for a job which looks not at age but at fitness for a new way of life. I am now on my own to grow into increasing power and purpose—a free lance in the 'elevator of life with an opportunity for selection at every floor stop'."



# WHOM WILL YE SERVE?

MAZIE HALL

THE matter of education has received more attention lately from more people than it ever has before in the entire history of mankind. The theories propounded, the views advanced, the insights revealed show how widespread is the interest in this absorbing matter. To those of us who teach, one of the most astonishing things about the whole discussion is the assurance which the layman feels that *he* knows the answer. Without his assurance, I offer a difficulty which seems to have escaped general notice, but which is, in my opinion, at the heart of the problem.

Teachers are familiar with the old educational slogan, "Define your aims." They have done it faithfully in their daily lesson plans. They would like to have it done for the whole business of education. Does the public know what it wants our schools to do? We say that the aim of education is the liberation of the best in every individual, developing in him the love for the true, the beautiful, and the good. We say that the individual is best educated who fits best into his environment. He should realize his capacities completely in order to live happily and harmoniously in society. The two aims

*should* be identical. The truth is that the liberation of the best in an individual (with its accompanying love for the true, the beautiful and the good) does *not* enable him to fit perfectly into his environment. There is a schism which divides our lives, so that what we profess has little connection with what we do. This leaves teachers mouthing high-sounding platitudes, like the old prophets in the marketplace, while the actual business of living has other tenets to guide it. We teach high ideals, while all about us we see people acting from material motives. We praise men of lofty character, though we see the rewards going to those who are adroit enough, or ruthless enough, to grasp money and power. This is so evident that the simplest cannot fail to observe it.

Children in school recognize this discrepancy between what we teach and what the world does. Perhaps they do not analyze the steps by which "Government of the people, by the people, for the people" has become government by pressure groups, and that this, in turn, means that each group throws its weight on the side which offers it most in material benefits. They may not look up campaign contributions and note the benefits ac-



cruing therefrom. They may not voice their discovery that we pay our public servants in proportion to what we get out of them. But they sense it. They know that there is a different set of ethics in the church and school, from the set they see at home. Naturally, this diminishes the influence of the teaching of both church and school. Inevitably, if it is adhered to, it will make hypocrites out of our children. We are told that education should be functional. But it does not function in a vacuum. What kind of world is the child to live in? Is it to be a frankly materialistic, self-seeking society? If so, shall we tell our children: "The aim of life is to get what you want. Don't let other considerations interfere. Grab before someone else does?"

Children grasp realities very quickly. They are born pragmatists.

They like the method which will produce results. They learn in babyhood that a good scream will get them what they want. They well understand that sequence of events. But the schools offer new and less simple ideas. The schools say, "Self-control is a good and desirable aim. Strive for self-control however hard that may be." Yet all about them they see people who exercise no self-control in the matter of drinking, smoking, spending, talking, or marrying. No region is so fascinating to the young as the movie world of Hollywood. The stars of the movie firmament are admired, lauded, richly rewarded. Their very excesses are publicized as if they were attractive traits. Seeing this, the youngsters conclude that there isn't much to that old wives' (or old maids') tale about cultivating self-control. If one refuses to work unless she has everything she wants, and another drives ninety miles an hour and smashes up two cars every other month—well, why not do what *I* want? It's so much more fun that way.

The school says: "Courtesy is based on consideration. Think of the other fellow's rights." Yet all around us we see the spectacle of people who think first (I might almost say, exclusively) of themselves. The man who grabs off valuable timber land, cuts and sells the timber, and then allows the land to revert to the state for unpaid taxes is considered smart. He's a wise guy! Does the implication

of that judgment escape the young people?

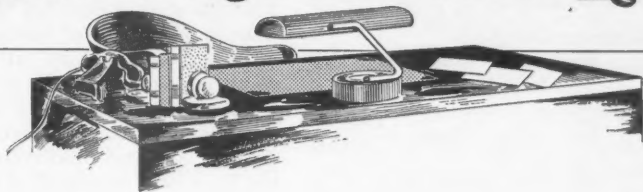
Our national character is rather startlingly revealed by the ads in magazines and the "commercials" on the air. The glossier the magazine, the more vulgar the ads! They express the greed, "the mania for owning things" which Walt Whitman feared for us. The emphasis is altogether on the snobbish appeal to the impression you can achieve by this or that product. In other words, it doesn't matter what we really *are*, so long as we can make people think we are smart and sleek and sophisticated. The ads shout, "Get, get, get! Grab all you can!" The school says, "Give the best you have." Which do you think would make more appeal to youngsters who are naturally acquisitive?

The school says: "Work is the road to success. Work hard and you will attain your goal." Yet we are confronted daily with the spectacle of men who have success heaped upon them because of an accident of birth, or the ability to croon. Our favorite gadget is described as a "labor-saving device." And our abhorrence of hard work amounts to a phobia. This has invaded the school to such an extent that teachers feel guilty when they assign a difficult task for pupils to do. The "Latin Made Easy" idea is an insidious one. Why should our children be led to expect that life will be easy and effortless? Why should we cripple them by denying them the opportunity to work?

Why let them look on labor as man's curse?

We say that we want a peaceful civilization, in which each individual can reach his full stature and make his maximum contribution for the good of all. We *say* we want equality of opportunity, good living conditions, and universal education. We say we want our children taught to love "the good, the true, and the beautiful." Yet we see appropriations for education held to the irreducible minimum. The average cost of common school education per year in the U. S. is \$98. Contrast this with the cost of training one field artillery officer during the recent war. On his training, the U. S. spends \$40,000. There's a shocking discrepancy in those figures. There's a like discrepancy in the million-dollar-movie palaces, bowling alleys and skating rinks, while schools continue in overcrowded, old-fashioned and dilapidated buildings. There's a similar discrepancy in the way we pay our radio comedians and our teachers! I make no blanket defense of teachers. Some are good, many are poor—a few are positively harmful. The wonder is that there are not more bad ones. When the public makes up its mind that the most important job before us is the day-by-day teaching of our children; when it decides to pay for superior people to do that job; and, finally, when it decides to make that education function in adult life—then America may achieve her high destiny.

# Across The Editor's Desk



## The Biennial National Convention

The first biennial National Convention will be held in Dallas, Texas, from August 6th to August 11th, inclusive. A longer time has been provided for the activities of the convention than we have ever utilized previously. The accumulation of business of the two-year period makes it necessary for us to devote considerable time to business meetings.

Encouraging reports are coming in constantly from states all over the country indicating that the attendance will be large. Interest and enthusiasm are running high. We suggest that, if possible, you arrange your summer vacation to include this twenty-first birthday convention.

The hostess state, of course, is Texas, but the Epsilon chapter in Dallas is assuming a large part of the responsibility for the details incident to the meeting. The program proper is, of course, planned by the National President.

Reservations, adequate in number, have been made at both the Baker and Adolphus Hotels and the meetings will be divided between the two. Hotel reservations should be made at the earliest possible moment. The General Chairman is Miss Sarah Grigsby, 2510 McKinney Ave., Dallas, Texas. She is ably assisted by Miss Eugenie Terry, the chapter president, whose address is 3625 Springbrook Drive, Dallas, Texas.

A tentative schedule for the Convention follows:

### *Sessions of Planning Committee:*

Sunday, August 6—7:00 P. M.  
to

Monday, August 7—5:00 P. M.

### *Executive Board Meeting:*

Monday, August 7—7:30 P. M.  
to

Tuesday, August 8—5:00 P. M.

### *First Convention Session:*

Tuesday, August 8—7:00 P. M.

### *Reception by Alpha State Organization*

Tuesday, August 8—  
10:00 P. M.

*Group Meetings:*

Wednesday, August 9—

8:30 A. M. to 12:00 noon

*Birthday Luncheon:*

Wednesday, August 9—

12:30 P. M.

*Convention Sessions:*

Wednesday, August 9—

2:30 P. M. to

Thursday, August 10—

4:30 P. M.

*Chuck Wagon Dinner, Fort Worth:*

Thursday, August 10

*Convention Sessions:*

Friday, August 11—

9:00 A. M. to 4:30 P. M.

*Presidents' and Founders' Banquet:*

Friday, August 11

Pertinent information concerning travel arrangements, special announcements, and other matters incident to plans for attendance will be included in several issues of the *News*. In the May issue, the *News* will carry a detachable advance registration form on which members may indicate their attendance at special functions and other entertainment opportunities being provided by the members of the Dallas chapter.

We urge you to make your reservation early!

\* \* \*

Quite deliberately we have been emphasizing aspects of our work with colleagues from and in other countries than our own. In the preceding issue of the BULLETIN we presented some of the facets of the work of our organization which

numbers of our members are not aware that we are doing. We contributed what is probably the first attempt at a survey of existing professional organizations in other countries, and although it is far from complete for many understandable reasons, it is a significant venture. It was undertaken, as you have been reminded, at the instance of the Secretary-General of the World Organization of the Teaching Profession.

Our first purpose, often reiterated, is to develop a feeling of genuine spiritual fellowship with the teachers of the world. We can give no more convincing evidence of this than the fact that we are doing a unique piece of work in trying to realize this purpose. We have done much more than cooperate with WOTP. Valuable as that association is, we have widened our own horizons, and we have found innumerable instances of educational situations about which all of us will wish to know more. We invite you now to scrutinize the report by the Chairman of the Committee Organization in Foreign Countries. This is especially important. The Committee has made material progress in this brief period. We are following logically the trend of discussion into which these efforts at international understanding and expansion have led us. In the next issue of the BULLETIN we shall attempt to give you further insight into the status of women in education in other coun-



tries. All of these efforts are not only beautifully attuned to the realization of our own purposes, but they are completely in line with the provisions of the Declaration of Human Rights. They supplement as well the efforts of our own national Research committee which is studying in a scientific way the aspects of women teacher status the country over. They add also to the sum total of our knowledge of the phases of teacher welfare with which another national committee is concerned.

\* \* \*

For the past two or more years we have been increasingly troubled by the number of deaths which it has been necessary for us to report in the columns of this magazine. It is always a depressing experience to prepare a report on this phase of our national life, so that we may not forget those whose contributions have meant so much to us. It is inevitable that the fine women who twenty years ago were in the prime of life, when they came into the organization, should be passing from our ranks in increasing numbers. They have been women for the most part of maturity and long experience and have been cherished, not only for these reasons, but also because they have added much to the life of our organization.

We have been aware, however, for some time that we have been devoting a disproportionate amount of space in the magazine to the recital of losses. Many of these, although we have provided means to have them reported, are not brought to our attention for months, but the miscellaneous reports which we have gleaned from the treasurers' lists, show that deaths are increasing in number.

Because of these facts, we think it advisable hereafter to list in this column only the losses we have sustained without commenting upon the contributions of the member, or indicating some of her most significant achievements, as has been our habit. We regret the necessity of this, but we feel that (1) because our magazine is now widely distributed in educational circles; (2) because of the depressing effect upon those who read; (3) because of the disproportionate amount of space needed for this report we should follow this plan. Honor to these members who have left us will be paid at the necrology service at the National Convention.

This brings home to us, even more pointedly than ever, our obligation to discover young women of promise and distinction and invite them to membership. Our ranks must not be depleted by the heavy losses we are sustaining.

## A Report from the Committee on Organization in Foreign Countries

CARRIE BELLE PARKS NORTON

**A**N interim report of a temporary National Committee is here presented so that all Delta Kappa Gamma members may understand the work in progress. Although a National Committee on Organization in Foreign Countries was authorized late in 1948, it took several months to select Committee members and get the activities under way. This report represents six months of intensive work.

Committee members were chosen after widespread advice from the four Regions, with geographic and other fortuitous circumstances in mind. There are no state committees or state members, as the Committee is not permanent and is merely doing a specific job at the request of the National President. The Committee consists of the following members:

Mrs. Nellie Harrold Campbell, State Vice President, Alpha Sigma, Washington; Miss Marion de Quetteville, State President, Pi, New York; Mrs. Bertie Taylor Galloway, Del Rio, Texas; Mrs. Helen Roos, State Vice President, Alpha Sigma, Washington; Miss Dora L. Small, State President, Alpha Psi, Maine; Mrs. Bertha Webb, Coral Gables, Florida; Mrs. Carrie Belle Norton, State Teachers College, Indiana, Pennsylvania, Chairman.

The two state presidents have contacts in eastern Canada, the state vice presidents, from Washington have a wide acquaintance in and ready access to western provinces in Canada, and the members from Texas and Florida have Mexican and South American contacts. The chairman has a long acquaintance with the Director of Protestant Education in Quebec and her residence is near the border in Maine.





Committee activities fall into several categories, such as these:

1. Information is being assembled from other women's groups as to the problems and procedures of foreign organization. Such international societies as Altrusa, the Business and Professional Women, Quota, and Zonta have responded generously to inquiries. Apparently there are few legal obstacles to encounter in initiating foreign groups, but the problem of finances is extremely complicated because of changing currency regulations.

2. With the help of the National office a list of foreign members has been compiled, including those in Alaska, since we have no chapter there. To date, the list totals 59. Several of these are former members with no recent cards at Headquarters, but the Committee is trying to reach them. The list is not entirely accurate, because some chapters apparently have not clearly indicated their foreign members.

3. The Committee is writing friendly letters to all listed foreign members. This entails a big job of correspondence, but it is carried on in the hope of increasing the ties of fellowship, and it is a rewarding experience. Local chapters vary widely in keeping their contacts with foreign members and in supplying them with our publications. A dollar per year per foreign member will currently keep her on the subscription list. The Committee chairman also sent a mimeographed Christmas greeting to all foreign members.



4. There has been as much personal contact as possible with leading educators in other countries, especially with some in Canada. Committee members have a promising professional acquaintance with outstanding women teachers in Quebec, New Brunswick, Alberta, and British Columbia, with some hopeful personal meetings with Mexican teachers. There is a feeling in the Committee that getting in touch with individuals personally is a prime requisite for any expansion of Delta Kappa Gamma.

5. The most difficult and pressing problem is the question of procedures for foreign organization. Extensive Committee correspondence has been carried on in an

effort to draw up desirable policies for recommendation to the National Planning Committee. The method of inviting and initiating foreign members, their status, the steps necessary to installing chapters in a foreign country, the great problem of dues—all these are being discussed. There is also a serious question of timing—whether any foreign chapter should be undertaken in the near future, or whether some tentative groups might be formed in the hope of becoming full-fledged chapters later when their status and stability are assured.

The results of the Committee work will be presented, with recommendations, to the National Convention in August, 1950. Mean-

while, the Committee chairman would like to say to the entire membership of Delta Kappa Gamma: We believe that the purposes and activities of our Society have so much power for educational progress that their influence should be extended beyond our borders. We are aware that our Committee is exploring possibilities in areas with few precedents. We are feeling our way, asking directions, breaking new ground, and suggesting new patterns for our Society. We are aware of our many problems and welcome the advice and support of the membership. United in aims and actions, the Delta Kappa Gamma Society has a chance to contribute notably to world-wide educational progress.



# Our National Scholarships

IT IS always a pleasure to report to our members the progress and plans of the recipients of our national scholarships. Some months ago, we announced that Grace Fox was the recipient of the Annie Webb Blanton scholarship and that her problem for a doctoral dissertation was a novel one.

Interested in the history of the Negroes in this country, and in the fact that few authentic records have been made of certain phases of their culture, Miss Fox is attempting a collection of singing games unique with their people.

From time to time we have had letters from her which evince her enthusiasm for the work she is undertaking. It is a pioneer project, and when it is complete will add materially to the collection of authoritative records on aspects of Negro culture. Her own account of her progress to date follows:

## Report on Work in Dissertation To Be Offered as Partial Fulfillment for Doctor's Degree

"It is with a great deal of enthusiasm that I report on my work to date concerning my study of the games of the Negroes of Florida.

"I have talked with scores of Negroes and at present have quite a large collection of games, most of which are accompanied by singing or chanting.

"A piano arrangement of the melody has been made for each singing game. However, since the piano is a limited medium for reproducing the mood and quality of the song of the Negro, a disc recording is being made of each song. Likewise, the written word is inadequate to describe fully the rhythm of the movement so I have taken some movies of the dances. I am hoping to be able to have a sound film made of at least part of the dances and games. The written description of the game, the piano accompaniment of the melody, the disc recording, and the movie film should furnish as complete a record of the activity as would be possible to secure.

"I have used a tape recorder in most of my interviews. From this I am making the record permanent on disc because it is a more easily used form.

"Insofar as possible I am attempting to identify these games with those of known origin, indicating changes in tune, or changes and additions in words. A good example of this is 'Sally Water,' a well-known English game. Alice B. Gomme, in her collection of traditional games, gives 48 versions of this game. To one of these versions the Negro children add the following lines, with accompanying actions as suggested by the words:

Put your hands on your hips,  
Let your backbone slip,  
Shake it to the east,  
Shake it to the west,  
Shake it to the very one you  
love the best.

I have read widely from books on the history of the Negro in this country and plan to introduce the written report by giving a brief summary of the Negro in the United States. The second part of my study will be an analysis and presentation of the material, followed by a summary of significant factors.

"Any study which involves the collection of material from primary sources is an expensive one. I am tremendously grateful to Delta Kappa Gamma members for the financial assistance they have given me. It is my hope that my study will be a contribution to the collection of folk material of the Negro in this country."

\* \* \*

The person who holds the Berneta Minkwitz scholarship for this year is Margaret Wasson of Dallas, Texas. As reported previously, Miss Wasson's problem for her doctorate is in the field of curriculum and teaching and recently we received from her a detailed outline of the problem which she is pursuing for her doctorate.

It should be of particular interest to Delta Kappa Gamma mem-

bers who have been interested vitally for a number of years in recruiting capable young people for the teaching profession. The intent of the problem is to study teacher recruitment from a number of angles and to analyze the various methods used to acquaint the high school student with the profession, chiefly through printed material.

It is Miss Wasson's conviction, which is shared by many of us, that teacher recruitment should begin early in the students' high school career, where there should be available the right kind of pamphlets to stimulate interest in teaching. Miss Wasson believes also that they need a pre-primer type of pamphlet which will *invite* young people to teaching, rather than one which will try to supply too much information about the profession.

In her problem she will stress the motives that cause people to choose teaching as a career, and the relative efficacy of different types of printed matter about teaching. She will set up suggested criteria for recruitment pamphlets; she will appraise all the current available vocational materials on teaching; she will collect actual anecdotes of interesting and successful teaching; and of experiences with teachers. Finally she expects to prepare a brochure of approximately 50 pages which will be entitled "Invitation To Teaching."

# THIS IS THE WAY ONE CHAPTER APPROACHES THE PROBLEM

HELEN C. HOUSEHOLDER

*This article is an example of concrete methods which may be used by chapters to implement the recommendations of our National Committee on Teacher Welfare. Mrs. Householder is an enthusiastic, far-sighted person who believes in starting at the logical place to solve some of the difficulties which are commonly designated as teacher welfare problems. We commend this article for its insight and its intelligence.*

OVER a year ago Dr. John C. Whitehorn, psychiatrist in chief of Johns Hopkins Hospital, was in San Francisco to deliver the 1948 Gimbel lectures under the joint auspices of Stanford and the University of California Medical Schools.

In this lecture Dr. Whitehorn said: "Society is now called upon to develop facilities through and by which adult citizens can be created." It is Dr. Whitehorn's conviction that morals depend on morale and that morale is a matter of maturity status.

In considering these ideas, I became convinced that most teacher welfare problems could be matters of morale and, from his thesis, directly dependent on the maturity status of teachers. As a beginning, Alpha Omega Chapter Executive Board planned a year's (1948-1949) program to incorporate certain

areas of maturity. The Lee Auer Beauty Academy of Oakland, California provided us specialists to give hair styling demonstrations on models selected among the membership at one Saturday morning meeting. Another meeting touched on members' hobbies with the home of a member open for the inspection of Early American and English antiques. Ramona Fleeson, former art field representative for Binney and Smith, lectured on modern prints at another meeting and provided an extensive collection for our study. Health and welfare specialists headed a committee to plan a recreation meeting at Regional Parks near Berkeley, California with a naturalist to conduct a hiking tour. The members participated in these activities and appreciated a pattern in the planning, but it was not until H. Overstreet's *The Mature Mind* appeared that the awareness of this maturity study took fire in their imaginations and became a focal point, consciously pursued by the membership as a whole. Using this book as a springboard for specific discussions, local groups within the bi-county chapter (Alameda-Contra Costa Counties in California) intend to work on ma-

turity status and its relation to teacher welfare.

Early in the development of this plan for chapter activities, I spoke of it to Jane Hood, Chi State President. At that time she mentioned, immediately, that Dr. Stroh, after a tour (of many states), was most concerned with the over-all state of teacher morale.

This subject is a personal enthusiasm as well as a chapter project as far as I am concerned. I have worked out charts hoping to objectify a subjective subject for members' consideration. In reviewing the careers of many acquaintances who've left the teaching field, some who are unhappy in it, and others struggling to succeed, the subject seems more than an interest—practically urgent.

It is paradoxical that those with the most specialized training, the greatest degree of poise, and the most serene spirits do not in any sense comprehend the necessity for evolving methods of developing mature teachers. To me it is possible that the subject might be an inverted form of recruitment also, for it would salvage many teachers destined to fail or leave the profession, as well as providing a happy successful picture of a teacher's career for aspiring students who may enter teacher training.

We have had a consciously democratic intellectual opportunity in our education for many years, broadly speaking, although certification, financial and plant inequali-

ties do exist. However, we have not provided the emotional and social development necessary for the fullest realization of this democratic opportunity. Quite possibly the kindergarten is the only level at which the school community is actually sympathetic to and interested in what happens to the child while he or she is learning. Our teachers are the product of an education interested in academic proficiency, and no very great care has been taken to see that health, emotions, and ethical intentions are as highly developed to ideal service. This is in my opinion a very serious need in in-teacher training, teachers' colleges, and so on down the line to the first grade now at work creating the teacher-morale of twenty years from now.

Perhaps Teacher A is sarcastic because the pattern of sarcasm was learned long ago in an unhappy educative experience. Perhaps Teacher B is exhibitionistic in her dress, faintly ridiculous, and extravagant because she is dissatisfied with inner capacities for adjustment or a necessity for novelty. Perhaps Teacher C grouches, undermines the work of administrators and earnest fellow workers because she is not confident that her performance is faultless. Another Teacher D may stir up tempests in teapots because her life lacks drama or happiness. I've seen it—we've all seen it. Many high school graduates could teach reading, writing, arithmetic, and social studies—

it requires a mature, happy, successful teacher to teach living while learning.

I do not have patience for the lag between theory and practice perhaps because just now we need to do the best we know how in order to meet man-made problems that have become larger than man. *In my opinion Delta Kappa Gamma is an instrument for getting at the heart and core of maturity problems and putting these findings into practice at every educative level.*

I intend to include the charts we are using. They are, at best, groping in a field in which I could not possibly be considered an authority. Perhaps you will, as Santayana says, "... be interested in the size of a child's intention?"

### Sample Chart

Here let us chart a teacher who is too familiar with students, angers easily, is very talented in music—deeply sympathetic to disprivilege—energetic if sometimes misdirected—who goes down town in slacks or jeans to the consternation of a town where this is not usual, and who could, if other factors were in control, be the ablest teacher in her field I have ever seen.

This is a generalization—but do you perceive its service in graphing maladjustment and in diagnosing difficulties to be consciously corrected with interest and broad, comprehensive compassion for maturity needs?







#### Arizona

The Epsilon Chapter has reported the death of Dorothy Foraker, who died in Bisbee on November 16, 1949. Miss Foraker had been a member since 1938. She was particularly active in the Future Homemakers of America.

#### Arkansas

Mrs. Scott Wood of Hot Springs, Arkansas, a state member of the Kappa Organization, died on November 5, 1949. It was through her interest and efforts that the Arkansas Youth Council was organized. She had served her state well as president of the Arkansas Congress of Parents and Teachers. She was the first state chairman of safety education and did much to interest other educational leaders in the importance of that problem.

\* \* \*

The Alpha Chapter reports the death of Miss Bess Hopson on November 27, 1949, in Locksburg, Arkansas. Miss Hopson had been chairman of the Music Committee, of the Scrapbook Committee, and of the Initiation Committee. She had taught twenty-five years in the schools of El Dorado.

#### Georgia

The Lambda Chapter reports the death of a veteran teacher of more than forty years' experience. Greatly beloved in church, educational, and social circles Mrs. Nellie W. Carreker was a resident of Decatur, Georgia, and died there on December 7, 1949.

#### Hawaii

The Beta Beta Organization of Hawaii suffered a severe loss in the death of Phyllis E. Byrnes, a member of the faculty of the Kamehameha School for Girls. Her experience had been long and varied, and she was active in the organization of the Delta Kappa Gamma Society in Hawaii. On leave temporarily, she died in New York State. The memorial service held on January 10, 1950, took place in the Bishop Memorial Church, Honolulu.

#### Iowa

Miss Elizabeth Lamp of Davenport, a member of the Alpha Chapter, died on December 5, 1949. She had been chairman of several committees, had served as second vice-president and later as president of her chapter. Miss Lamp was an

excellent kindergarten teacher, outstanding in the creative work that she secured from children.

#### Kansas

Kappa Chapter reports the death of Mrs. Gladys H. Coughenour on November 23, 1949, in Wichita. Mrs. Coughenour had been a member of the Society for nine years and was a charter member of the Kappa Chapter. She had been an active member of various committees and had been responsible for the chapter music. She was a member of the Executive Board of the Wichita City Teachers Association at the time of her death.

#### Louisiana

Miss Adele Bergeron, a member of the Kappa Chapter, died in New Orleans on December 6, 1949. She was an ardent worker in her chapter and participated in the activities of a number of committees. She had been a superior primary teacher in Thibodaux for many years and was a member of numerous civic and religious organizations.

#### Maryland

The Delta Chapter lost an outstanding member in the death of Mrs. Lucille Johnson Allnutt, who died in the Suburban Hospital in Bethesda on November 22, 1949. Mrs. Allnutt had been supervisor of elementary music in Montgomery County for six years. She was

choir director of her church at the time of her death and had served as music chairman of her chapter for several years.

#### Michigan

The Alpha Chapter lost one of its members and the State Organization one of its founders in the death of Miss Ethel Winifred Bennett Chase in Detroit. She died there on August 26, 1949. She had been active in committee work, especially on membership, initiation, and general policy. She was one of the founders of the Liberal Arts College of Wayne University and helped to develop courses for pre-professional students in medicine, dentistry, and biology. She was one of the few leading women botanists in this country and had a national reputation. She was adviser to women at Detroit Junior College and later at Wayne University until her retirement. Her memberships in many other organizations, both professional and lay, were numerous.

#### Missouri

Miss Eunice Timmons of the Gamma Chapter died on December 9, 1949, in Oklahoma. Her death was caused by an automobile accident. She had been an honorary member of the organization for nine years and attended chapter meetings faithfully. For 54 years she had been a primary teacher in

Joplin, and during this time she held various important offices in the professional organizations of her community. She was a faithful church member.

#### Montana

The Delta Chapter lost a faithful member in the death of Miss Fannie Collins of Great Falls. She died there on January 15, 1950. She was Chairman of the Committee on Pioneer Women Teachers and for many years had served faithfully on various other important committees. For thirty-three years she had been principal of the Hawthorne School in Great Falls. When she retired in 1942 the school was renamed The Collins School in her honor.

#### North Carolina

Mrs. John N. Wall, a member of Tau Chapter, died on December 16, 1949, in Lilesville. She had been initiated into Beta Chapter originally and was instrumental in helping to organize the Tau Chapter. She was active in home demonstration work and as a State 4-H Club Leader.

#### Ohio

The Gamma Chapter lost a nationally known authority in the death of Dr. Marie Katherine Mason, who died on December 8, 1949. Dr. Mason had done pioneer and distinguished work on the use of motion pictures for the instruc-

tion of the deaf. She was the author of several books on how to teach deaf children.

\* \* \*

The Nu Chapter reports the death of Miss Emilie Boissard of Bowling Green. Miss Boissard died on October 29, 1949. She was an honorary member, faithful, devoted, and intensely interested in the activities of her chapter. She participated in its activities until the time of her death at the age of 91.

\* \* \*

Miss Lena A. McCann of Cleveland Heights, Ohio, and a member of the Tau Chapter, died on November 20, 1949. She was a charter member and active in the work of the Membership Committee. For 20 years she had taught in the John Adams High School and was credited with the development of the study hall honor system at that school.

\* \* \*

The Upsilon Chapter lost an outstanding member in the death of Miss Letha Stull who passed away in Cleveland on November 22, 1949. For 29 years she had served in the field of elementary education as a teacher, supervisory assistant principal, and principal.

\* \* \*

In Bluffton, Ohio, on September 29, 1949, Mrs. Lenore Myers of Alpha Tau Chapter died. She was recording secretary of the chapter for a time and had been especially active in special chapter projects.

**Oregon**

In Eugene, Oregon, on December 15, 1949, Miss Gertrude Sears of the Gamma Chapter passed away. She was a devoted, active member of her chapter and for 19 years prior to her death had taught in the Roosevelt Junior High School. She was a member of a number of other civic organizations and a faithful church member.

**Pennsylvania**

Psi Chapter suffered a great loss in the death of Margaret Boles, who died in Baltimore, Maryland, on November 27. She was a charter member of the chapter and at the time of her decease was first vice-president and chairman of the Committee on Pioneer Women Teachers. For 30 years she had been head of the English Department of the Punxsutawney High School. Her work as a teacher was her consuming interest in life and yet she found time always to be active in civic and welfare work. Her loss to the community and to the organization is impossible to gauge.

**Texas**

Mrs. Margaret Kress of the Alpha Chapter died in Austin, Texas,

on January 7, 1950. She was an instructor at the University of Texas.

\* \* \*

The Beta Chapter lost an active member in the death of Miss Margaret Burke of San Antonio in October, 1949. She had been for many years an elementary teacher and at the time of her death was an elementary principal.

\* \* \*

Mrs. Clara Cole, also of the Beta Chapter, died in October in Japan. She had been a teacher in the San Antonio Schools for 25 years.

\* \* \*

On September 15, 1949, in Beaumont, Texas, Mrs. Ralph Jackson of the Beta Chapter passed away. She had been an honorary member of the chapter for 14 years and annually gave a scholarship fund of \$100. She was a life member of various civic and cultural organizations and was especially interested in underprivileged girls.

\* \* \*

The Beta Tau Chapter reports the death on September 12 of Mrs. Mary Cade Ford. She was an honorary member and mother of Helen Waring.

**Miscellaneous**

The following list of deceased members was made from the reports of treasurers sent in with membership cards. We have no details on any of these losses:

**Arkansas**

Alpha Alpha Chapter,  
Mrs. Katherine Wicks

**California**

Zeta Chapter....Miss Henrietta Holland  
Alpha Alpha Chapter,  
Mrs. Estelle Bowen Tener  
Alpha Gamma Chapter,  
Mrs. Marie H. Thurston  
Alpha Delta Chapter,  
Mrs. Janet Watson White

**Idaho**

Beta Chapter.....Mrs. Helen Wood

**Kansas**

Mu Chapter.....Miss Mary Ann Locker

**Kentucky**

Epsilon Chapter.....Miss Marian Parks

**Louisiana**

Alpha Alpha Chapter,  
Mrs. Irma M. Robinson  
Alpha Beta Chapter..Miss Ola Tee Marsh

**Maryland**

Gamma Chapter, Mrs. Eleanor P. Hartnett

**Missouri**

Mu Chapter.....Miss Laura Woodruff

**Montana**

Gamma Chapter.....Miss May Calhoun  
Gamma Chapter.....Miss Jennie Marsh

**New Mexico**

Eta Chapter.....Mrs. Adolphine Kohn

**Ohio**

Delta Chapter.....Miss Harriet Haynes

**Oklahoma**

Mu Chapter.....Mrs. Annice Boyd

**South Dakota**

Gamma Chapter.....Mrs. Ella Johnson

**Tennessee**

Alpha Chapter.....Miss Emily Brown

**Texas**

Gamma Chapter....Miss Ida Nussbaum  
Psi Chapter.....Miss Sallie L. Roy  
Alpha Alpha Chapter, Miss Genelia Rowe  
Alpha Sigma Chapter,  
Mrs. Milton Kirksey  
Beta Xi Chapter...Miss Lyda Dougherty

**Virginia**

Iota Chapter.....Miss Mabel Fuller

**Washington**

Chi Chapter.....Mrs. Alta Odom

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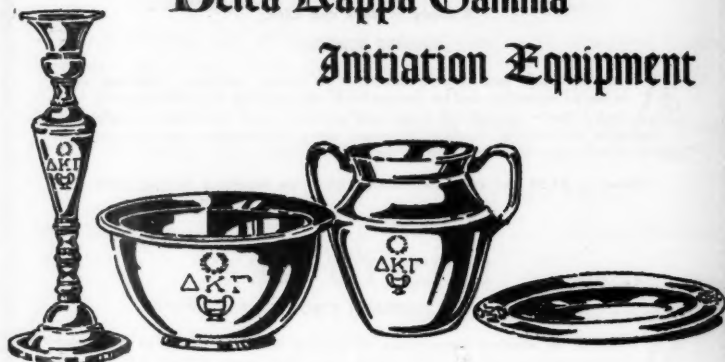
Sponsored jointly by the NEA Commission on Teacher Education and Professional Standards and The Delta Kappa Gamma Society, this monograph has had a wide circulation. It attempts to fill a need that has long been obvious. It not only provides authoritative information about the profession in provocative and readable language but it is illustrated profusely in color. It should be ordered in quantities by superintendents, principals, and guidance officers for the use of their students.

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# Delta Kappa Gamma

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